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ABSTRACT

The Literacy and Career Choices program included several initiatives to address problems of illiteracy in Champaign, Clark, Greene, Madison, and Union Counties, Ohio. A special adult basic education program for deaf adults was established. Twenty-one deaf adults with basic literacy skill needs were identified, and individual service plans were established for each student. The adult basic education class was held 3 hours per day, 2 days per week. Students also received individual tutoring and training and were provided with computer-assisted remediation. Teachers provided life skills and self-esteem enhancements as well as career information and placement assistance to participants. Case studies of five students were developed, and an analysis was made of how the class affected the entire deaf community within the service area. A second initiative was establishment of a homework center for youth in Union County who were having difficulty with school and homework because of literacy problems. Twenty-six youth referred by parents, teachers, counselors, principals, and friends attended preventive literacy training classes. Another initiative was establishment of a literacy tutoring corps of senior citizens in Madison County. An external evaluation found all three projects achieved excellent coordination with other agencies involved with literacy programs and were suitable for use as models. (YLB)

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Tecumseh Consortium
Providing Job Training Partnership Act Programs

ED335547

LITERACY AND CAREER CHOICES

FINAL REPORT

4-P9-ZK-LF-00

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August, 1990

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Sponsored by the Boards of County Commissioners and Private Industry Council for Champaign, Clark, Greene, Madison and Union Counties

OVERVIEW

The Literacy and Career Choices grant was used by the Tecumseh Consortium for several initiatives to address problems of illiteracy in our area. A special adult basic education program for deaf adults was established in Clark and neighboring counties. In Union County a homework drop-in center was created to serve youth with literacy problems from several school districts. In Champaign County support was given to a Laubach literacy effort being headed by a VISTA volunteer at the Tecumseh Consortium offices. In Clark County, support was given to the Clark County Literacy Coalition to establish a televised literacy program, and in Madison County a partnership was formed with the Senior Citizens Center to establish the county's first organized volunteer tutor program.

Because of the many facets of literacy addressed by this grant it is somewhat difficult to submit "a" report. Therefore, the following are reports on each of the segments of the project. The summary section attempts to tie the total project results together for a comprehensive picture of the project. As will be seen in the following sections of the report, in every case, the project has had an important and significant impact to reduce illiteracy in our area.

DEAF ADULTS

The literacy grant called for establishment of a model program to serve deaf adults. One goal of the project was to attempt to open up the Tecumseh Consortium's computer assisted remediation lab to the deaf. The impact of this project and the positive effects of the class and the computers far exceeded our expectation. The next section of the report (pp. 1 to 20) give further details on the outcomes of this aspect of the grant which was subcontracted to the West Central Ohio Hearing and Speech Center.

WEST CENTRAL OHIO HEARING AND SPEECH CENTER
CLARK COUNTY COMMUNITY SERVICES FOR THE DEAF

ADULT BASIC EDUCATION & LITERACY PROJECT

STATEMENT OF WORK TO BE PERFORMED

1. OVERVIEW:

The general objective of the West Central Ohio Hearing and Speech Center, Clark County Community Services for the Deaf is to identify specific steps taken to increase literacy training for deaf adults in a five county area.

GOALS	ACHIEVEMENTS
1a. Provide access to literacy and employment and training for 20 deaf adults.	By June, 1990, the ABE class had provided, or was providing access to literacy and employment and training programs for a total of 21 adults.
1b. Coordinate literacy program throughout member agencies and other community agencies.	Community Services for the Deaf, under West Central Ohio Hearing/Speech Center, coordinated services through the following agencies: BUREAU OF VOCATIONAL REHABILITATION - for referral of students to the class, support services such as signaling devices, TTY's and transportation of students during class, and for job placement counseling after class. MENTAL HEALTH SERVICES Resource Center - for xeroxing and clerical staff as well as free classroom space including kitchen privileges, storage space and access to phones. Staff members also provided transportation for a few students. Payee Program - for services to 3 students as well as providing students with goals and consultation for money management with these students. Bridge House - for housing when a student needed it, as well as consultation between their staff and our staff in regard to our mutual clients.

1b cont.

Community Support - Assistance in some case management matters pertaining to their clients enrolled in our class as well as conferences to maintain communication between our agencies to ensure we were all working toward the same goals.

TOWN & COUNTRY SCHOOL - in regard to one of their students who attended our class. They provided transportation for this student and we maintained open communication between the student's home school teacher and our teacher to ensure progress toward the same goals.

SOUTH HIGH SCHOOL HEARING HANDICAPPED PROGRAM - to gain referrals to our class and to organize transportation for one of their students who attended our class and received school credit for it as part of her job training.

SINCLAIR COMMUNITY COLLEGE'S INTERPRETER TRAINING PROGRAM - for placement of their practicum students as aides in our class room.

DEPARTMENT OF HUMAN SERVICES and CHILDREN'S SERVICES - to provide child care for one student's child; to discuss our role and the goals in the treatment plans created for some of their clients in our class; and transportation to and from class for one of these clients.

LICENSE BUREAU - for books to teach drivers training to our students; to organize a time when four of our students could take the written test for their driver's permit with an interpreter.

CLARK COUNTY PROSECUTOR'S OFFICE - to explain what our class could offer their deaf clients and to plan ways to get these clients referred to the class as part of their probation.

DAYTON'S COMMUNITY SERVICES FOR THE DEAF - for referrals of their Greene County clients eligible for our class. Extensive communication with the case worker from their office for one student they did refer to us, who also had severe mental health problems and again to ensure consistency in our working toward the same goals.

	OPPORTUNITY INDUSTRIAL CENTER - for weekly use of their computer lab; for the testing of our student's academic levels; for access to appropriate software; for goal planning in regard to the students interested in taking the GED test and for job planning.
1c Provide follow-up, after training, on career options and other services.	Students were given information on career options and other employment and training services throughout the class with a strong emphasis on this during April and May. Three students were employed prior to attending the class and are still working. Two students took the initiative to find work themselves during class. None of the students reached a level appropriate for OIC's training program although one student is getting closer to this level and has set OIC as a goal. Since the ABE class will continue, these follow-up activities will be applied to each student when appropriate.
1d. Provide a model for other communities.	This is the final report which can be used as a model for other communities on how to make literacy and ABE programs accessible to deaf adults. The key ingredients we found, were a deaf teacher for the class and support people fluent in American Sign Language.

SPECIFIC GOALS AND HOW THEY WERE MET

II. SPECIFIC WORK TO BE PERFORMED:

1. Identify deaf adults with basic literacy skill needs.

GOALS	ACHIEVEMENTS
1a. Minimum of 10 identified by October 10, 1989.	Goal met by September 28, 1989.
1b. Additional 5 by January 30, 1990	Goal exceeded by one student and met by January 25, 1990. Seven other students were identified by March 1, 1990 but four had to be on a waiting list as class size had out grown the room size. The above students were identified by advertising the class in the Community Services for the Deaf newsletter, sending flyers and invitations to deaf individuals, announcements at monthly meetings, and referrals from other agencies.
2. Establish individual plan of service for each person.	Individual service plans were established for each student in the class. Case conferences were attended by appropriate staff from BVR, OIC, Town & Country School, Springfield City Schools Hearing Handicapped program, Mental Health's Community Support Services, the ABE class teacher and the Community Services for the Deaf Program Coordinator. Written service plans are on file.
3. Conduct classes on an ongoing basis.	The ABE class began August 15, 1989 and was held for 3 hours, 2 days a week. November 15, a third day a week was added to the class. This day was spent at the OIC computer lab where students had access to 7 computers. The class continued for 3 days a week until June 30, 1990. The class did take a 2 week break for the holidays in December.
4. Provide individual literacy tutoring and training.	The students received individual attention within the classroom setting from either the teacher or one of the aides fluent in ASL. The aides worked under the teacher's supervision. Individual tutoring through the

	the Literacy Coalition was not possible because, 1) none of their tutors were fluent in American Sign Language, 2) the special needs of this population required instructors familiar with deafness and deaf culture and 3) teaching methods offered through the Literacy Coalition were not appropriate for the deaf students.
5. Provide computer assisted remediation.	Sharon Lane, the ABE teacher, reviewed the remedial software OIC has and was able to use most of it during the class day spent at the OIC computer lab. Sharon also researched what software Gallaudet University has specific to literacy training for people who are deaf and ordered some of this software. Thirteen students made use of the computer lab focusing on literacy skills. Many of these students requested more computers and more time on the computers.
6. Class will also provide life skills and self-esteem enhancements to participants.	This goal was met. Reading the case studies will give the best example of how these goals were met for five of the students. In actuality, each student who came to class had a daily lesson plan and gained increased knowledge in these areas which contributed to improved self esteem.
7. Provide career information and placement assistance.	Instructors focused on career information during April and May. From the information the students received, the students applied for and found work independently. See 1, 1c for more details. There are updated case history files on each person who was enrolled which are to be continued as the class continues.
8. Provide complete report.	See enclosed

CASE STUDIES

Deafness is only one challenge in the lives of the students attending this Adult Basic Education class. During the initial site evaluation, it became obvious to the evaluators that most of these students had been facing handicapping social challenges throughout most of their lives, which the ability to hear would have only changed slightly. In order to show the special circumstances these students faced prior to their attendance in the ABE class, and what type of impact the ABE class had on their abilities to cope with these circumstances, the following five case studies have been enclosed in this report. A summary which discusses how this class affected the entire deaf community within our service area has also been included.

(Their names have been changed for reasons of confidentiality.)

CASE STUDY #1 - GEORGE: George and his younger brother are the only children in their family. Both boys are deaf. George witnessed the physical abuse of his mother prior to her divorce from his father. His mother remarried to a man who treated George and his brother like his own. This man died when George was in his teens, leaving him with a disabled dependents income that he has lived on ever since. This benefit gave him no immediate need for a job, therefore George had no job history prior to the ABE class. The mother has a serious drug addiction problem and George reports that she encouraged him and his brother to join her in smoking marijuana when he was only 12 years old. Subsequently, he was referred to Community Services for the Deaf when his school teacher and school counselor became concerned about his own substance abuse. George eventually dropped out of high school with only one semester left to graduate. Shortly thereafter, he was arrested for DUI. A few months

later, his brother was arrested for breaking and entering, and was sent to the penitentiary. To make matters worse, George was arrested a second time for DUI. Upon discussing the ABE class with his probation officer, attendance in the class became part of George's probation. He was also required to attend a Deaf AA meeting in a neighboring city and the local AA meeting for which our agency provides an interpreter.

It was not long after George began attending the ABE class that complying with his probation became his secondary motive for attending. Reaching his own goal of passing his GED and getting a job became his primary motivator. For example, there was one class day during December when the temperature was below 0 outside. The man who normally provided transportation for a number of the students was sick. George, along with the others, walked the 3-4 miles to class. When George was enrolled in high school, he had very poor attendance even when he lived across the street from the school. Having walked, (or in one student's case, rode his bike) to class, was one major indication of the self motivation these students had acquired, despite the fact a few of them, like George, were required to be there in order to comply with their probation. George attended 72% of the classes this year.

During April and May, the class went on several field trips to see what kind of jobs were available for people who are deaf. In June, George had applied and been hired for a paper route. He got this job without the assistance of any agency, and was able to communicate in writing with his employer. He has since found himself a day time job in the same manner. George's girlfriend (see case study #2) and her daughter report that he has remained sober and it is now much easier to live with him.

Prior to the ABE class, George had very little respect from other members of the local deaf community due to his substance abuse and trouble with the law. George has become one of the leaders who has been very instrumental in the formation of a local deaf club. (see the summary of the Deaf Community.) In addition to these improvements on a social level, George has also increased his reading skills one entire grade level. He has one more grade level to go before taking the test for his G.E.D. George is holding tight to this goal for the coming school year.

CASE STUDY #2 - JOYCE: Joyce and George have lived together for the last 5 years. George is Joyce's first deaf boyfriend. She became deaf at a very young age and was raised by her deaf mother and her mother's twin sister who is also deaf. Prior to George, Joyce had a series of emotionally and physically abusive relationships with substance abusing hearing men. One relationship resulted in 2 daughters, one who still lives with her father, the other who is in Joyce's custody.

Joyce's mother and aunt have been dependent upon SSDI and welfare since Joyce was an infant. Joyce attended school the equivalent of 2 years during her youth. Her mother kept her home after the accident which caused her deafness, and was once charged with using Joyce as a child prostitute to get money.

When Joyce first came to the attention of Community Services for the Deaf, she would/could not carry on a conversation. Instead, she would stare straight ahead and sign an occasional word. Joyce was tested and found to have an IQ which put her in the mentally retarded category. She was also found to be dyslexic.

After having lived with George for 4 years, Joyce had learned to communicate better but still had a limited sign vocabulary. Joyce depended mainly on George and her young daughter to interpret for her in all her contacts with the hearing community. Joyce's dependance upon her daughter and the resulting behavioral problems her daughter developed brought this family to the attention of Children's Services who have remained involved with them for many years.

After George began attending the ABE class, Joyce also wanted to attend. When she first joined the class she could not print the entire alphabet in order, nor could she write the numbers 1-100 in numerical order. Joyce did not know her own birth date, nor her address, nor could she tell you what day of the week or month it was. Joyce did some cooking, but could not read a recipe or the labels on canned food, nor instructions on a box or can to prepare it's contents.

Joyce can now write the entire alphabet in order; count and write the numbers from 1-100, recognize money, understand its value and make change. She can write her name and address, and knows her birth date. Joyce has learned about nutrition and has started fixing a variety of meals for her daughter. Due to the progress that Joyce has made, Children's Services has left her younger daughter in her home this entire year. Prior to the class, the daughter was in and out of foster care, with the potential for permanent removal. Joyce is now taking a more active parenting role in her daughter's life, and they are also attending family counseling with an interpreter.

Joyce has shown a strong desire to continue in the class. Her goals are to continue her reading development and to improve her money management

skills. Joyce has had a front tooth missing for many years and she now wants to get a replacement. This can be seen as an indication that her self esteem has risen. Her ability to control her own life and to be an active parent have improved greatly due to her class participation.

CASE STUDY #3 - BETH: The following paragraph tells Beth's story as it has been told to her by her father and as she tells it to others: When Beth was a very young girl, her mother knocked her upside the head with a blow which resulted in her deafness. Upon the diagnosis of Beth's deafness, her mother ran away, abandoning the entire family and leaving her 4 daughters and 2 sons for her alcoholic husband to raise.

Beth was referred to Community Services for the Deaf by the Bureau of Vocational Rehabilitation (BVR) counselor who was working with her to set career goals for post graduation during her senior year of high school. Within the weeks prior to her graduation, her mother appeared for the first time since her childhood, and kidnapped her for the summer, at which time she was found and returned home. The kidnapping had severely frightened her. Beth had not known her mother and had no way of communicating with her except by writing. Therefore, Beth's counselor referred her to Community Services for the Deaf for counseling.

Beth then graduated from high school and was sent to the Comprehensive Program for the Deaf (C.P.D.) in Columbus. She completed the program and was placed in a job, despite reports of her inappropriate behavior with the men in the class. Shortly after Beth was placed in her first job, she discovered she was pregnant.

Beth quit work and returned to Clark County with less than one month

until the baby was due to be born, requesting housing, prenatal care and interpreting for childbirth classes. It was apparent she had absolutely no understanding of pregnancy and labor. The baby was born 3 weeks before it's due date, which left Beth giving birth after only 2 or 3 childbirth classes.

After the baby was born, some family members wanted the baby placed for adoption but Beth refused. Eventually a sister from out of state took the baby home to live with them. One year later, Beth returned with her baby, and found a place to stay with a hearing man. This man was suspected of being paranoid schizophrenic, and would not let Community Services for the Deaf or the Bureau of Vocational Rehabilitation have access to Beth in order to provide her with needed services. Six months later, after the police arrested this man for threatening Beth's life and after she spent a few days in a women's shelter, Community Services for the Deaf was finally able to begin working with her again.

The ABE class began about the same time that services were re-established for Beth. Her goals were to learn how to read a newspaper to help her find an apartment, how to manage her money and to get her driver's license. Beth was reading at about a 3rd grade level at that time. She also wanted to improve her writing and English skills since she depends so much upon writing to communicate with the hearing people in her life.

Finding child care for her daughter was one major challenge in getting Beth enrolled in class. Prior to finding child care, the child would come to class with her mother and issues regarding her child were often a distraction for Beth.

The class provided her with a deaf social structure which she had never had before. Transportation was also a problem in her life and by the 6th month of class, the students began organizing and planning transportation among themselves. Beth was instrumental in this planning. Through the class, Beth and her new friends used these skills for organizing transportation to the Deaf Club in a nearby city where she met her new boyfriend.

Beth has passed her temporary driver's license examination. However, due to lack of funding for a driver's education school that would accept deaf students, Beth does not have her license yet. In spite of all the personal obstacles which could have jeopardized class attendance, Beth attended 73% of the time.

Beth wants to continue in the class, even though the stability of her life varies depending on circumstances with her daughter whom she placed in foster care and of whom she now wants custody. Beth will try again to get her license. Once she has her license and a car, Beth intends to look for a job.

CASE STUDY #4 - TOM: Tom was 2 years old when his deafness was diagnosed and he was placed into foster care. Tom remained in foster care until he became an adult. He was then sent to Ohio School for the Deaf, but was dismissed due to behavior problems. He was then sent to the Deaf Mental Health unit in Columbus. He ran away from there, went to a foster home in Cincinnati, and was arrested twice in Cincinnati. He has a history of arson, of being physically abusive to his care-takers and counselors, and of multiple arrests, mostly for stealing. Tom ran away from his probation in Cincinnati and returned to our area about three years prior to the ABE class. Tom is, in actuality, a small man with stunted growth due to a severe case of diabetes. Because of the

severity of health problems, he has been admitted to the emergency room numerous times in a life threatening situation. Shortly before the ABE class began, Tom was referred into the Mental Health system since it was suspected that he was purposely not eating properly nor administering his insulin shots correctly.

Through Mental Health he was placed in a boarding home, given a payee to manage his money and a case manager who works closely with Community Services for Deaf. Just as the class was being established Tom was once again arrested, this time for attempting to sell stolen property. Upon speaking with his probation officer, Tom was required to attend the ABE class as part of his probation. Tom soon developed his own motivations for attending class; the primary motivation being his goal to get a drivers license. In order for him to get his license he was required to get his diabetes under control. To do this Tom needed to learn how to eat appropriately as a diabetic and how to stabilize himself with his medications.

During the ABE class he made his first container of orange juice from frozen concentrate. He learned how to make omelets and other dishes that he likes and is willing to eat. Tom also learned the symptoms of a diabetic reaction and would let someone know when he needed help, thus controlling it better. During the last six months of class, Tom did not experience one diabetic related accident nor did he experience one of his diabetic stupors during class. One day, in his home, Tom was able to write a note to get help, thus having the skills he learned in class reinforced. Tom passed his temporary license examination and will be working toward getting his license this next year of class.

Tom had been an outcast in the local deaf community. His history of being "trouble" had followed him for years. During class he made friends and began to socialize with others in the community at community events. He is still somewhat withdrawn, and prefers to talk to his superiors as opposed to his peers, but he has shown some improvement in this area. His Mental Health case manager reports that he is doing well and is still staying out of trouble.

Tom has also spent one year without any major law violations. He has learned to budget his money, set goals and then purchases the item he wants instead of stealing it. Now he will proudly show off his sales receipt. One should note that during this entire year of providing services to Tom, the people providing the services were either deaf themselves or could sign. This was a new experience for Tom and there has not been one instance of violence against these service providers.

CASE HISTORY #5 - MARY: Mary was one of the older students in the class, having graduated from a local high school at least 10 years prior to the establishment of the ABE class. Mary had been raised to communicate orally. She had married a hearing man shortly after high school and had spent all of her time since high school with hearing people, including her hearing daughter.

A few years before the ABE class, Mental Health Services had referred Mary and her mother to Community Services for the Deaf (CSD), reporting she was extremely depressed and unhappily married, apparently having suffered some abuse within the marriage. Mary never showed up for the appointment and instead she returned to her husband.

During the first few weeks of class, CSD was developing their mailing list and contacted Mary's mother to double check an address. Mary's mother

questioned the CSD worker about another boy in the deaf community. Apparently Mary had left her husband again and was living with her mother and dating George's brother, who had not yet been sentenced to prison. Mary's mother was very concerned, stating that Mary could never work because she could not read and write well. She had very little understanding of how the world works and had never had to take care of herself alone. Mary's mother was advised about the ABE class and she enrolled Mary the next week. Mary immediately became involved and began to socialize with deaf peers and make many friends within the deaf community. Mary's sign language improved and thus her ability to communicate. Mary already had her driver's license and began helping to transport other students to class.

Mary looked for and found her own apartment. She also filed for a divorce and in June it became final. Mary's English and reading skills have improved. She has become much happier, independent and self-confident and has faith in her ability to gain employment. Mary's mother reports she can now understand the notes they write to each other. Mary learned how to use an interpreter and her mother realized how much Mary had been missing without interpreters and sign language. Mary's mother is now taking a sign language class at Community Services for the Deaf.

HOW THE ABE CLASS AFFECTED THE LOCAL DEAF COMMUNITY

1. BACKGROUND:

Six years ago, there were no formal services provided to people who were deaf in the Clark County area. Over the past five years, the Community Services for the Deaf has grown from a branch office open 1 1/2 days a week, to an independent agency providing full time services. Community Services for the Deaf has opened cases to approximately 80 deaf individuals, out of an estimated 300 to 400 deaf residents of Clark County. Prior to the Community Services for the Deaf program, these people had either been totally isolated as individuals or living with a few other deaf people who were isolated together from the other deaf living in this community.

As an outcome of the Community Services for the Deaf programing, the deaf community organized a new group, which has become known as the Clark County Concerned Citizens of the Deaf (CCCCD). Initially, the main focus of this group was socialization. This focus was later broadened to include advocacy issues and educational programs. While this organization has had a very positive influence in the deaf community, it was not able to become the stabilizing force needed to unify the community.

Attendance at these meetings varied widely, often being attended by more hearing people than deaf. There were cliques of young and old, substance abusers and church goers, and the main streamed vs. the State School educated deaf. These cliques were often severely divided in their approach to issues

effecting the local community, creating an environment of little or no mutual support, and little or no action as a Deaf Community.

II. OUTCOMES:

As stated in the goal and achievement summary, the main focus of the grant project was literacy and adult basic education training services to the deaf. The project was highly successful in meeting this goal. As in most human services special projects, there are often several unanticipated outcomes which may serve to enhance or detract from services provided. Fortunately, in this special project, the major unforeseen outcome enhanced services provided by unifying the deaf community and providing the necessary environment for the development of common goals.

This unification of the deaf community did not happen overnight. It was the result of efforts by Community Services for the Deaf staff, the class instructor, Community Services for the Deaf Advisory Board, the CCCCD and the ABE students. The catalyst was the Adult Basic Education class.

The ABE class encompassed a wide variety of issues including literacy, pre-employment, interview skills, socialization, nutrition, daily living skills, health issues and substance abuse education. By exposing the students to these varied issues, they began to understand for the first time in their lives, the importance of education and knowledge. The following is a summary of the main events/issues focused on in the classroom which influenced the deaf community and acted as the catalyst for unification.

MEALS AND MANNERS:

Students took turns preparing a meal during each class. After the meal was prepared, the students learned how to ask each other what and how much

they cared to eat. The students learned to serve each other, and then they would all sit down around a large dining room table to eat together. At the table, the teacher reinforced manners and courtesy, which many of these students had not previously incorporated into their every day lives. By the end of the class, the students were courteously addressing each other without the prompting of, and reminders from, the teacher.

TRANSPORTATION:

The issue of transportation also offered the teacher another situation in which to teach socialization skills. The students learned how and when to ask each other for rides. They learned how and when to let the driver know if they would not need the ride. The students learned to thank each other for the rides and/or the help in finding a ride. More importantly, once the students learned these skills in regard to class, they generalized these skills into their after class social lives. They began to car pool to various social events, like the CCCD meetings, the deaf club in a neighboring city, picnics for the deaf or to the movies and the beach.

HEALTH:

Three of the students were enrolled in the class as part of their probation. These three students were also required to attend the deaf Alcoholics Anonymous meetings. Health and sobriety were issues the teacher incorporated into the class. For example, during one class, the instructor brought sample lungs to class to demonstrate the effects of smoking. Through direct demonstration and frank discussion, the class became much more aware of health issues. This awareness of proper nutrition, and the effects of substance abuse, spread into other facets of the community. At one time CSD,

with the aid of Mental Health was transporting 14 people from Clark County to the Deaf AA (only four of those people were ABE students). As these people began to "straighten up" their lives, they began to replace their drug related activities with community and social service related activities. The ABE students organized among themselves, marched in and collected over $600 for, the March of Dimes.

COMMUNITY SUPPORT:

The Deaf Advisory Board to Community Services for the Deaf began a project of sponsoring "Deaf Adult Role Model Activities" about every three months. The goal of these activities was to bring deaf children together with local deaf adults much like the "Big Brother-Big Sister" concept. These activities have included a Halloween party, roller skating, a dinner out and bowling, and plans for a swimming party are in the works. The first activity had average participation from the deaf adults in our area. As the ABE class became a more cohesive unit participation in these activities greatly expanded.

INDEPENDENCE:

By the sixth month of class, the students were requesting increased class time and more community activities. Initially, they looked to Community Services for the Deaf to sponsor, organize and be the primary force behind establishing a "Deaf Club". Instead, CSD decided it was time to put this type of project back in the hands of the deaf community itself. Their response has been outstanding. For the first time in the five years Clark County Concerned Citizens for Deaf began planning for their own local Deaf Club. They have since formed the Springfield Association of the Deaf. The Springfield Association of the Deaf is the local branch for the Ohio Association of the

Deaf which is part of a larger National Organization. The Springfield Association of the Deaf is the group now working on establishing a Deaf Club. One very important aside: most Deaf Clubs across the country are maintained by proceeds collected from the sale of alcohol at the club. These Deaf Clubs generally provide an atmosphere much like a well lit bar. The Springfield Association of the Deaf unanimously agreed to develop their Deaf Club as an alcohol and drug FREE space, making the space appropriate for children being a strong priority. Thus, the strong influence of the ABE class, what was taught and what the students incorporated into their own value system, had a major influence on this decision, and the formation of the Springfield Association of the Deaf.

To conclude, it is the firm belief of the CSD staff and our Advisory Board, that the ABE class provided this community with the catalyst it needed to become an active, inter-supportive, cohesive Deaf Community. Like any small community, the Springfield Deaf Community will still have problems, but the lessons learned in the ABE class have taught the students and their friends how to better cope with many of these potential problems.

HOMEWORK DROP IN CENTER

The second goal of the grant was to establish a homework center for youth in Union County who were having difficulty with school and with homework because of literacy problems. The following is a summary of the outcomes of that aspect of the grant.

Union County which has traditionally had a very low high school drop-out rate, but last year experienced a jump from having the fourteenth lowest drop-out rate up to the forty-fourth in the State. The Homework Drop-In Center was started in response to the fact that economic growth in the community was impacting the established educational system's ability to handle the influx of new problems. The program sought to offer preventative literacy training to help reduce the incidence of dropping-out. The program provided a comfortable environment in which any youth with literacy problems regardless of age or academic standing could do their homework and find assistance.

The program was slated to begin in October of 1989, and continue through May of 1990. We opened our doors to the public on schedule. Youth were referred by parents, teachers, counselors, principals, JTPA coordinators, and friends. Twenty-six youth attended the classes during the duration of the program. Our goal was to serve thirty youth which we fell short of by four youth.

Monitoring reports were submitted on a monthly basis. The program was also evaluated by individuals outside the agency in January and May. The JTPA youth coordinator visited the Center (which was located in our facility) periodically and in many instances helped tutor youth at the facility.

The plan called for staff to be hired as a teacher/coordinator. Given the normal attendance ranged from six to ten students we feel the staff level was appropriate.

Tracking mechanisms to monitor attendance and academic progress were developed by the instructor. Our attempts to link more closely with the Marysville Exempt Village School did not totally materialize to the degree we anticipated. Part of the evidence of such a linkage was to be a form that could be passed between the school and the Center to provide information on areas of deficiency and communication as progress, background information, etc. This form would have been extremely helpful to the instructor at the Center and hopefully very helpful to the youth's instructors at his/her local school, however we did not succeed in gaining total use of the procedure. Continued attention will be paid to this area to make sure both the schools and JTPA have the tools they need.

The project is currently being considered for funding by the Marysville (Union County) United Way. Our desire is to serve youth from all three school systems by offering a site in Richwood and one in Marysville. By asking for help from United Way we feel the project will become more public and cause the community to become more involved in the literacy of youth.

MADISON COUNTY SENIOR CITIZEN'S TUTORING PROGRAM

The purpose of this portion of the project was to establish a literacy tutoring corps of senior citizens in Madison County.

The project experienced a significant problem in that the tutor trainer could not begin training in the fall as scheduled. However, training was offered in the early spring and seven senior citizen tutors completed training.

The Senior Citizens' Center exceeded original expectations in their outstanding support of the project, helping not only to recruit the tutors, but also agreeing to provide transportation for the senior citizen tutors as needed.

Because of the delay in training, only nine people received tutoring, however on-going processes have been developed through the Senior Center to reach out to the community to both obtain tutors and to reach people needing tutoring.

OTHER GOALS

Another important initiative of the project was to have an outside evaluation. There were several benefits to the evaluation which were not originally anticipated. PIC members were asked to volunteer to attend the evaluation visits; their increased understanding of the need to address the problem of literacy is an important support to assure that the projects begun under this grant are sustained. Likewise, we have found that the outside evaluation report is very useful as we seek additional sources of funding to support the project. The following is the evaluation report.

Tecumseh Consortium Job Training Partnership Act

8% Literacy Grant

Final Program Evaluation

Grant Background

In 1987, the Tecumseh Consortium began to focus on additional literacy programs to complement the Adult Basic Education and GED programs which where then offered under JTPA. In 1989, the Tecumseh Consortium applied for and received an 8% literacy grant from the State of Ohio. Department of Education, Job Training Partnership Service Division. A $23,250 grant was received for the period of July 1, 1989 through June 30, 1990. The United Way of Clark and Champaign Counties was selected to serve as the outside grant evaluator.

The need for the grant is clear. In the five county area served by the Tecumseh Consortium, it is estimated that as many as 80,000 adults may need literacy training. Many JTPA program participants function below a 4th grade reading level.

Grant Objectives

Four over-all objectives were established for the project:

1. To make literacy and adult basic education training services accessible to the adult deaf community through the five county district.

2. To create a literacy assistance program for high school students in Union County.

3. To establish a literacy tutoring corps of senior citizens in the Madison County area.

4. To expand the existing Laubach and other volunteer tutoring efforts throughout the five-county district.

To achieve the objectives, three programs were implemented. These are:

1. West Central Ohio Hearing and Speech Center's Adult Basic Education Program for the Deaf.

2. Marysville Home Work Drop-In Center

3. Madison County Senior Citizen Tutoring Corps

Accomplishment of Objectives

1. An adult basic education program was established by the West Central Ohio Hearing and Speech Center in cooperation with several other human service agencies. While it was hoped that services could be provided to residents of the five county JTPA area, because of the distance involved, clients could not be served from Madison or Union Counties.

2. An after school drop in center was established at the Marysville JTPA office. Approximately twenty-six students attended the program.

3. A senior citizen tutoring corps was established at the Madison County

JTPA office in cooperation with the Madison County Senior Citizens Center. Because of a late start-up, only nine students and seven tutors have participated in the program.

4. Laubach and other volunteer tutoring efforts have been expanded in the five county JTPA service area. All five counties now have a literacy library in place, and all of the counties except Union County have Laubach programs.

Additional Program Criteria

The program evaluator was also asked to comment on the following:

1. The extent to which coordination with other entities involved with literacy has been achieved.

2. The extent to which the project can serve as a model for other communities.

Evaluation of Additional Program Criteria

1. All three projects were able to achieve excellent cooperation from and coordination with other agencies involved with literacy programs in their communities. The level of cooperation achieved in the Services for the Deaf Program is particularly noteworthy.

2. These programs certainly can be used as models for other communities. Both the Homework Drop-In Center and the Senior Citizen Tutoring Corps can be easily replicated with very low start-up costs. Replication of the Adult Basic Education Program for the deaf would be contingent upon a community's having the necessary resource persons. This program requires an Adult Basic Education Teacher who has proficient skills in American Sign Language as well as a case manager/program coordinator who has training to work with the deaf.

Other Observations

1. All three projects have been well received in their communities. These projects should be continued after the expiration of the grant.

2. All staff involved with the three projects have demonstrated a dedication to enhancing literacy in their communities.

3. It would be helpful for the staff who are involved in literacy programs in the five county Tecumseh Consortium service area to meet periodically to share ideas.

West Central Ohio Hearing and Speech Program for the Deaf

Purpose of Program

The main objective of this program of the West Central Ohio Hearing and Speech Center's Community Services for the Deaf Program is to make literacy and adult basic education services accessible to the adult deaf community. While it was hoped that services could be provided to residents of the five county JTPA area, because of the distance involved, clients could not be served from Madison or Union Counties.

Program Objectives/Activities

To achieve the purpose of the program, eight objectives/activities were established. These are:

A. Identify deaf adults with basic literacy skill needs. West Central Ohio Hearing and Speech Center will identify 20 to 30 individuals in need of literacy services.

B. Establish an individual plan of service for each person. WCOHSC will assign staff to counsel and evaluate each adult identified. A written plan of service for each individual will be devised by case-conferencing. WCOHSC will provide the leadership to initiate plans with input from OIC and ABE staff.

C. WCOHSC will conduct classes on an on-going basis for all the deaf adults identified.

D. Provide individual literacy tutoring and training.

E. Provide computer assisted remediation.

F. Provide life skills and self-esteem enhancements to paticipants.

G. Provide career information and placement assistance.

H. Provide a complete report on efforts to provide literacy and employment training services for deaf adults. This model will for other communities on how to make literacy and adult basic education programs accessible to deaf adults.

Site Visits and Interviews

Two site visits were made to the Deaf Adult Program by Sue Ann Rosenthal accompanied by Margaret Riley of the PIC Council. Interviews were conducted with Doug Lineberger, WCOHSC executive director; Bonnie Smith, Community Services for the Deaf Program Coordinator; Bea Smith and Penny Lloyd, OIC staff members; Sharon Lane, ABE instructor; Harold Alleman, Mental Health Services staff and Ann Wallace, BVR staff member.

Accomplishment of Objectives

It is the consensus of all the agencies that have been involved with this program that it has been a success and that it must be continued. A summary of the program's accomplishment of its objectives follows:

A. This objective has been fully accomplished. Over thirty deaf adults were identified as possible participants in the Adult Basic Education class. Nineteen-twenty individuals actually participated in classes.

B. Individual service plans were developed for all clients in the program. This is an example of the superb job of networking this program has accomplished. Case plans are developed by Bonnie Smith, Sharon Lane and a representative of OIC. Other agencies which have participated, depending on the needs of the client, are Mental Health Services, BVR, MR/DD Board, City Schools, Court System, and the Clark County Department of Human Services.

C. Classes have been held three days per week for three hours per day. Two days each week the class meets at the Mental Health Resource Center.

The third class day is held at the OIC computer lab.

D. Individuals tutors have not been utilized. This activity was not implemented due to the lack of tutors fluent in American Sign Language.

E. The Computer Literacy Program at OIC is being utilized for approximately seven of the students in the program. Computer software was evaluated and found appropriate for the students. Through the year, students have gained self-assurance in using the computer laboratory. Many clients enter the program with reading skills at the second grade level or below. Because of a lack of fundamental learning skills, these students often progress at a slower rate than their hearing counterparts.

F. Assistance with life skills and self-esteem has been an integral part of this program. During the program, the students learned simple nutrition and food preparation skills. Speakers have addressed the group regarding health and financial issues. While successes come slowly to the deaf, building small successes has been important to the outcome of this program. Program staff have observed that program participants have increased their level of self-confidence as their literacy skills improved.

G. Career information and placement assistance has been provided. The class has toured several places of employment including Springfield Newspapers, Community Hospital and Youngs Dairy. Several students have met with counselors at OIC and BVR. Two have found employment.

It should be noted that many of the students in the class are on Social Security Disability income. For these students, making the decision to try to find employment is a major accomplishment. The obstacles involved in leaving the security of SSD for employment in the hearing world are difficult to conceptualize by a hearing person. Of the seven students currently participating in the computer remediation program, it

is estimated that only half will eventually find employment.

H. Program staff are compiling a final program report to be used by other communities which desire to implement a literacy program for the adult deaf. Because the deaf have a problem building trust with the hearing population, this program would be most effective in a community that has had a community services for the deaf program in place for several years. Currently 10 other Ohio cities have this program.

Replication of the program at other sites will also be contingent upon a community's having the necessary resource persons. The program requires an Adult Basic Education Teacher who has proficient skills in American Sign Language as well as a case manager/program coordinator who has training to work with the deaf.

Other Observations

1. It is agreed by all the agencies involved with the program, that this program should be continued beyond the grant period. With the commitment of the West Central Ohio Hearing and Speech Center and the reasonable cost of the program, this should be able to be accomplished. However, the availability of funding for deaf services has decreased during the past year because of BVR funding constraints. All of the agencies that have been providing in-kind services for the program have indicated their intention to continue providing these services.

2. Cooperation among agencies could not be better. All staff involved with the program are very dedicated to helping the deaf become functional members of the community.

3. Because of the particular problems of the deaf, it is not reasonable to expect job placement to take place in one year. Consequently this program will probably not be suitable for ongoing JTPA support. The program may evolve into a two level one. The first level would be the current ABE program which would have to be supported by other sources. Following the completion of this level, some clients could be main-streamed into regular JTPA programming.

4. Not only must the deaf be trained to prepare them for employment, but also employers must be trained to prepare the work site for the deaf.

Hearing workers must be taught to communicate with the deaf. Feelings of isolation have been partially responsible for deaf persons not staying with jobs once they are hired. Deaf persons prefer to work at a work site where there are other deaf employees.

5. It is difficult to remain objective while evaluating this program as the needs of the clients are so great and the enthusiasm of the staff is so high.

Marysville Homework Drop-In Center

Purpose of Program

The Marysville Homework Drop-In Center was established as a cooperative program of the local JTPA office, Marysville and Fairbanks Schools and the Marysville Chamber of Commerce. The purpose of the program was to identify students who are at risk of dropping out of school and to provide assistance to these students at an after school drop-in center to be established at the JTPA office. Because of a lack of literacy skills, the targeted students have had trouble completing homework assignments.

Program Objectives

The program established six objectives. These are:

A. Identify approximately 30 youth who are unable to complete their Marysville City School homework assignments because they lack basic literacy skills.

B. Establish a supervised center to serve approximately 30 high school youth after school and in the early evening in Marysville.

C. Provide individualized tutoring in basic literacy skills to the 30 youth.

D. To coordinate the basic literacy training with the Marysville School system teachers by establishing a system for regular feedback.

E. To involve the business community in supporting the center by involving the Marysville Chamber of Commerce.

F. To serve as a model for other communities in seeking to provide literacy training for high school youth.

Site Visits and Interviews

Two site visits were made to the Marysville Homework Drop-In Center by Sue Ann Rosenthal accompanied by Mark Henry of the PIC Council. Interviews were held with Tony Pfarr, JTPA Union County Director; Randy Frantz, former JTPA employee; and Cheryl Haggarty, the teacher. Telephone interviews were held with Sue Johnston, school psychologist for Fairbanks Schools, and Cindy Kaufman, Union County United Way director.

Accomplishment of Objectives

On an overall basis, the Homework Drop-In Center has been a success. As is the case with most new programs, the first year of operation must be a learning experience. A summary of the program's accomplishment of its objectives follows:

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A. The first objective is close to on-target. Twenty-six at risk students were identified. It is interesting to note that most of these students come from JTPA eligible households. While the original intent of the program was to identify high school students, more middle school students actually participated in the program.

B. This objective also was accomplished. As mentioned above, twenty-six students attended the supervised Drop-In Center which was established at the Marysville JTPA office. Several of these students have recently found summer employment through JTPA summer youth programs.

C. Individualized assistance was provided to the students attending the center. The program focused on basic skills. Many of the participants greatly needed remedial reading and math training.

D. Coordination and cooperation with local school systems have gradually increased during the program year. While the Fairbanks Schools began making referrals to the program quickly, the Marysville Schools were slower to come on board.

Recently rapport has been strengthened between Marysville Schools and the

Drop-In Center. The Marysville Schools have been notified that they will be receiving a significant grant to serve at risk youth. Through the grant, student tutors will be trained to tutor at risk youth. This program will then be able to provide volunteer tutors for the Drop-In Center and may provide a source of future program funding.

One deficiency in the program is the lack of a system to provide feedback between the schools and the Drop-In Center regarding the progress of individual students. This deficiency has been recognized by program staff. It is their intent to develop a feedback system next year. Plans are underway to develop a referral form.

E. While the Marysville Chamber of Commerce assisted in the promotion of the program, local businesses did not respond to requests for donations of snacks for the students. This has not proved to be an impediment to the program. JTPA staff have been providing refreshments on occasion for the students.

While regular snacks are not needed, the program should develop an incentive program to encourage children to attend on a regular basis. For example, a monthly pizza party, would appeal to the students.

F. This program can easily be duplicated in other communities. It is provicing a service to an at risk population at a very low cost. To replicate the program in other communities would require the cooperation of the lead agency with area school systems. Program enrollment could be increased by the provision of free transportation for the students.

Other Observations

1. The Homework Drop-In Center Program should be continued after the grant expires. The current annual cost, exclusive of a one-time software purchase, is about $3,000-$3,500. Because JTPA funding has been cut for Union County, United Way funding is now being explored. Also, as mentioned previously, the Marysville Schools At Risk Youth Grant should be viewed as a potential source of program funding as well as volunteers.

JTPA staff should develop a program prospectus for the Drop-In Center to present to potential funding sources.

2. The program should be expanded to serve the North Union School District, if possible, as there is a great deal of interest in that area for a drop-in homework program.

3. While the JTPA office has established a minimal literacy library, no Laubach Program currently exists in Union County. Both United Way staff and JTPA staff agree that an adult literacy program should be established in Union County.

4. While this program has experienced some problems, none have been insurmountable. The program staff are dedicated and flexible. They are committed to making the Homework Drop-In Center a successful program.

Madison County Senior Citizen Tutoring Corps

Purpose of Program

The main purpose of this program is to establish a literacy tutoring corps of senior citizens in the Madison County area.

Program Objectives

To achieve the purpose of the program, four objectives were established. These are:

A. Identify 20 adult non-readers seeking services from the London City Schools.

B. Coordinate with the Madison County Senior Citizens Center to develop an on-going source of tutors to assist the London City Schools with non-readers.

C. Link career training and placement opportunities available through JTPA while the non-reader is in tutoring to show the link between the ability to read and the ability to explore and choose a career.

4. Serve as a model for other areas interested in utilizing a senior citizens center to support literacy programming.

Site Visits and Interviews

Two site visits were made to the Madison County JTPA office, site of the Madison County Tutoring Program, by Sue Ann Rosenthal accompanied by Lena Miller of the PIC Council. Interviews were held with Michelle Lach of the JTPA staff, Madison County Senior Citizens' Center staff and a program participant.

Accomplishment of Objectives

The program experienced considerable delays in starting up. The major impediment was scheduling the tutor trainer, Nancy Barber. Tutor training was held in April, 1990, thus tutoring did not begin until May.

A. Because of the late start-up, only nine students have been enrolled in the program to-date. Three of the students are adults and six are high school students. Cooperation with local schools is good.

B. Relations with the Madison County Senior Citizens' Center are excellent. The program currently has seven tutors, most of whom have come to the program through the Senior Center. The Center has also agreed to provide transportation for its participants.

C. Because the program is so new, the career awareness component has not yet been added. Plans are underway to add this component.

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D. This program can easily be duplicated in other communities. The JTPA staff have available a list of materials that were purchased for its literacy library. Costs of the program are minimal, under $2,300 for the first year of operation. Because of the low program costs and growing community support, the program will continue past the grant period.

Other Observations

1. A second tutor training course should be scheduled so that, as the program grows, tutors will be available.

2. While identification of adult illiterates is always difficult, it appears that it may be more difficult in a small community. Therefore, assurances of client confidentiality are very important.

3. While recruitment of high-school students is easier, the goal of enrolling adult non-readers should be actively pursued.

4. It would be helpful for the staff who are involved in literacy programs in the five county Tecumseh Consortium service area to meet periodically to share ideas.

5. Staff support for the program has been good. The lead staff person is very committed to the literacy program.

SUMMARY

As can be seen from the proceeding sections of the report, the 8% grant we received had significant impact both directly on the literacy levels of people served and organizationally on the agencies involved in the projects.

We are confident that the deaf adult project will continue to be offered to clients in need of service. In addition the partnership connections established with the Tecumseh Consortium and our JTPA subcontractor will remain and supplement services that would not have been readily accessed will be made available. Of all the projects we have operated, this one, in our judgement, has been the most effective in causing agencies and staff to truly become "client driven," possibly because of the need for total cooperative interdependence in order to communicate with the deaf participants. Agency "turf" was effectively set-aside to go "all out" for these deaf participants; this effective partnership will serve as an on-going basis for additional cooperation.

The Union County Drop-In Center has also established an important niche in the Marysville area. Like the deaf adult project, in addition to direct service, a major goal of the project was to establish connections between JTPA and the school instructors. This proved harder to achieve than expected, yet there are significant indications that progress was made -- the most quantifiable indicator is that the local school system has agreed to provide some funding to the Tecumseh Consortium in the 1990 - 1991 school year for services to youth at-risk of dropping out of the system.

Other impacts in other communities were also achieved. The most significant is in Clark County, where the Literacy Coalition was able to obtain literacy videotapes which are being aired on the local cable television station as well as used by the program. This has increased community awareness that basic literacy is a significant problem in our area and has increased the number of people volunteering to be tutors. One of the frustrating aspects of the literacy problem is reaching people who need the tutoring and effectively involving them in training; we are hopeful that the privacy of television will allow people to begin training. The videotapes contain instructions on how to get a personal tutor and we are hopeful that we will see an increase in the number of calls the Literacy Coalition gets for tutors.

To conclude by saying that this rather small grant has made a substantial impact on literacy in our five county area would be a vast understatement. Both the immediate impact of services provided through the grant and the longer term organizational support developed have far exceeded our expectations and make this grant, in our minds, one of the most effective we have administered.